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ing the co-operation of Professor Thompson, to whom the improvement is largely due.

While the general organization of the book is the same, Part I now contains chapters on "The Elementary Theory of Probability" and on "Skewness and Heterogeneity in Psychological Data." The treatment of these topics shows the same rare combination of pedagogical skill in exposition with clear mathematical style that Professor Thompson also reveals in Part II in discussing the "Hierarchical Order." The chapter on "Probability," although brief, contains enough information for an understanding of the subsequent methods. The clear treatment of such topics as the standard deviation about the true value and curve fitting will appeal to many readers.

In the chapters on psychophysical methods a distinction is made between *methods* of experiments in order to obtain data and *processes* of calculation after the data have been collected, reminding one of the early controversies as to the nature of statistical method. These psychophysical methods and processes are then discussed and illustrated in detail by much the same plan as in the early edition. The authors agree on the theoretical superiority of the "Constant Process," although it is often not warranted by the distribution of the data. A similar caution appears in the discussion of the curve fitting where it is urged that for certain types of data refined mathematical calculations are out of place except perhaps to discover heterogeneity. This method of discovery, however, seems laborious and clearly ambiguous, the term "heterogeneity" being a relative one.

Part II is largely devoted to correlation, the development of the subject following the general plan of the first edition. Additional chapters on "Selection and Multiple Correlation," "Theory of General Ability," and "Sampling" undoubtedly constitute the most important contribution to the former material. These form the basis for the Spearman controversies in which Dr. Brown and Professor Thompson are in accord. Students of these conflicting theories will find the book of great value. As a general text the new edition retains its place as the best English work on statistical psychology.

KARL J. HOLZINGER

*Mental development of children.*—Before psychology can function in the daily work of a teacher, it is necessary that the concepts gained in the general systematic study of psychology be directly related to the behavior of the pupils in the schools. To see the subjects treated by psychology in the activities of the child is far more difficult than to see them in their analyzed presentation in a textbook. A recent book<sup>1</sup> on the psychology of childhood attempts to make its discussion more directly useful by arranging the general topics of psychology around the principal stages of growth of children and by giving a large amount of specific and pertinent illustrative material.

<sup>1</sup> N. NIEMEYER, *Children and Childhood*. London, England: Oxford University Press, 1921. Pp. 206.

The author recognizes five principal stages of growth, limiting them as follows: (1) children from one to five years, (2) from five to seven years, (3) a transition stage covering the time from six and one-half to eight and one-half years, (4) from nine to twelve years, and, finally, (5) the adolescent period from twelve to sixteen years. The book in no sense falls into the error of assuming that certain subjects, such as imagination, are limited to one specific stage; rather it introduces a topic during the stage in which its relation to the rest of life is most clearly marked. The particular merit of the book lies in the fact that topics of psychology are presented, not by the usual method of logical analysis, but by beginning with actual experiences of children and leading from these experiences to their psychological explanations. The author has gathered together in the latter part of the book a considerable body of evidence and illustration taken from classic writings. This material is presented, not as proof, but as evidence of tendencies common to the experience of most individuals.

The book is sufficiently rich in detail to be of real service to the teacher who has not majored in psychology. This detailed manner of presentation, as illustrated by the discussion of "Nerve and Muscle" and "The Brain and Education," may prove somewhat tedious to the more mature student of psychology, but it is just this type of treatment which commends the book to the average teacher. The book is sound and modern in view, making a superior addition to the list of child-study books.

G. T. BUSWELL

*A state survey.*—The development of an index number, by which the efficiency of a state school system can be measured on a comparative basis, provides an added stimulus toward self-improvement among the various states. According to Dr. Ayres, the schools of Kentucky ranked thirty-fifth in 1890, thirty-sixth in 1900, fortieth in 1910, and forty-fifth in 1918. Kentucky is clearly falling behind in educational progress. Public interest has been aroused by this condition of affairs, and now many organizations throughout the state are demanding a better educational system. In 1920 the state legislature enacted a law providing for a state educational survey, to be conducted by experts brought in from without the state. The assistance of the General Education Board was secured, the survey<sup>1</sup> being conducted under the local direction of Dr. Frank P. Bachman.

The report is divided into two sections. Part I deals with the present condition of schools, while Part II takes up the needed improvements. In the first section particular attention is given to the organization of schools, both state and local. It is the opinion of the surveyors that the present "happy-go-lucky, do-as-you-please régime" must give way to an entirely new type of organization.

<sup>1</sup> *Public Education in Kentucky*. New York: General Education Board, 1921. Pp. ix+213.